

**GENERAL DEFINITION OF WORK:**

Under the supervision of the Director of Special Education and the direction of Supervisors of Special Education, the Transition Specialist collaborates with students, parents, teachers, administrators, agencies and businesses to establish partnerships and support to provide transition services for students with special needs.

**ESSENTIAL FUNCTIONS/TYPICAL TASKS:**

**Provides assistance to students, parents, teachers and administrators with transition services for students with special needs.**

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Utilize assessment reports to assist in the development of transition planning.
- Support development and implementation of IEP goals.
- Collect and utilize data from a variety of sources including formal and informal assessments, classroom and job site observations and progress reports for program evaluation.
- Identify community work sites.
- Coordinate referrals to community agencies.
- Select, utilize and interpret formal and informal assessment tools.
- Provide on-the- job support services.
- Conduct, analyze and report on follow-up surveys of students with disabilities who have exited the school system.
- Coordinate job coaches.
- Provide in-service training.
- Work with special education director on reports to Local Special Education Committee.
- Adhere to guidelines of confidentiality as outlined in federal and state laws and School Board Policies and Procedures.
- Performs other duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Knowledge of current legislation, policy issues, and models of service delivery that impact transition for special needs population; knowledge of career and technical education; ability to match student needs with community resources; possess knowledge of formal and informal assessment tools as related to transitional services; ability to communicate effectively, both orally and in writing.

**EDUCATION AND EXPERIENCE:**

A Bachelor's Degree from an accredited College or University is required; must possess or be eligible for a Virginia Teaching License. Must have an endorsement in Special Education.

**PHYSICAL REQUIREMENTS:**

This is sedentary work requiring the exertion of up to 10 pounds of force occasionally and a negligible amount of force frequently or constantly to move objects; work requires fingering, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work and observing general surroundings and activities; the worker is not subject to adverse environmental conditions.

**SPECIAL REQUIREMENTS:**

None

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.